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ABSTRACT

At this Region IX conference called by the Secretary of Health, Education, and Welfare, 170 participants from California, Arizona, Nevada, and Hawaii met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the 2-day conference was that there needs to be a reassessment of the total education approach, resulting in a new image called career or occupational education which begins in the elementary grades and extends through the community college. Effective comprehensive planning involving schools, parents, industry, and local, state, and Federal representatives can gear the educational approach to the world of work. Broader application of cooperative and work experience education is needed with a better system of work orientation and exposure at elementary and secondary levels to meet the demands of business and industry. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385, VT 013 387, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

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SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

SAN FRANCISCO

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

ED056167

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FOREWORD

This conference, held March 29-30, 1971 at the Royal Coach Motor Hotel, San Mateo, California, was the first of ten such regional conferences called by the Secretary of Health, Education and Welfare for the general purpose of bringing together people who are knowledgeable and concerned about the quality and quantity of career education afforded youth and adults in the United States.

The announced conference objectives were to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that vocational education is playing in this process; and especially to identify methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

The conference was planned in such a way as to give every participant an opportunity to freely express himself. The conference program, as contained in the appendix, provided four general sessions in which selected speakers addressed themselves to the conference objectives. Following each address three panelists reacted to the presentation. The general audience was then given an opportunity to question the speaker and panel members or to make a statement pertinent to the objective being discussed.

Ten groups, each consisting of upwards to twenty-four members, met in small conference rooms with a discussion leader and recorder. A discussion guide was furnished each small group discussion leader in order to cover the salient points pertaining to each of the conference objectives.

We believe the conference objectives were accomplished. We appreciate the speakers, panel members and small group discussion leaders who are listed in the appendix. We also appreciate the many participants who gave freely of their time and were dedicated to the purpose of the conference.

Dr. Paul F. Lawrence
Regional Commissioner
of Education

C. Kent Bennion, Director
Adult, Vocational and
Technical Education

CONFERENCE SUMMARY AND RECOMMENDATIONS

The Summary Report of the Vocational Education Fact Finding Conference, held March 29 and 30, 1971, provides an overview of the thoughts and ideas of more than 228 participants.

Leaders of Business, Labor, Education, Communities, Institutions, and representatives of local, State and Federal agencies have reflected their concerns in areas of total education, ethnic and cultural demands and changing technologies, where more attention, redirection, and emphasis are needed to meet the social and economic needs dictated by our complex democratic society and our free enterprise system.

Generally, all of the speakers and reaction panels have responded almost in unison with the small discussion groups to the same need for a reassessment of our vocational education as well as our total education approach. The concensus indicates a creation of a new image called Career or Occupational Education with legislative action, funding and community as well as business involvement in the redirection and planning of our total educational system starting with the elementary and extending through the community college.

There is need for marketable skill training and individual counseling with directed efforts to promote cluster career ladders which will provide every secondary student and adult the opportunity to learn or upgrade a salable skill.

To meet the changing requirements, our system of education must take an approach that is geared to the world of work or the "real world" demands. This can be done by effective comprehensive planning involving schools, parents, industry, and assisted by local and State as well as Federal representatives. Emphasis must be placed on flexibility and education should be achievement oriented rather than time oriented. Though legislative direction and funding are important requirements for expanded and innovative education programs, the basic redirection must start with the parents and teachers, communities and local industries. Needed currently are expanded curriculums with up-to-date job market information to attain the proper end results. A greater emphasis should be placed in the elementary and secondary levels to provide occupational information and orientation in the world of work. Specific job training in the secondary schools should be available.

Much can be done by graduating students with at least an entry job skill from secondary schools, and then providing upgrading and retraining in adult evening schools and community colleges. Broader application of cooperative and work experience education is needed with a better system of work orientation and exposure at elementary and secondary levels to meet the demands of business and industry.

A Career Education Assistant Commissioner should be established to carry out the increased demands in career education, and the current congressional fund authorization for vocational education should be appropriated. There is a need for higher education to provide leadership and assistance in effecting vocational teacher training, and development to

include administrators as well as vocational guidance counselors. Programs must involve total communities and national funding and priorities must emanate from the people needs and the local direction of the economy. There is a dire need for comprehensive planning and re-direction of the total system of education from the elementary school through the community college with a directed system of public information at all levels.

Robert Coop
Regional Director HEW

Arthur A. Fletcher
Assistant Secretary of Labor

Panel of Reactors

CONFEREE REPRESENTATION

The interested people from the communities and institutions gathered in fine spirit and rapport to develop and define the problems and facts to further the goals and objectives of vocational and technical education. Out of the blue waters of the Pacific came the Polynesians, Hawaiians, Somoans, and Guamanians, Trust Territories representatives with their fine oriental cultural background. Contrasting to this were the ever smiling and affable men and women of the deserts of Nevada and Arizona and the grim and determined Californians with their multiple ethnic groups and representatives.

Region IX may proudly boast that the cities large and small, corporations, business communities, labor groups, community action agencies, local, State and Federal agencies provided expert consultants and leaders. Students of all races and teachers and administrators of the large and the small as well as a fine number of private schools were very active in the fact finding program developments. There could be no complaints offered for the lack of an equal opportunity as the Black, the Spanish American, the Oriental, Polynesian, and the American Indian populations were well represented from all of the four corners of the region. The conferees covered every territory, State, and ethnic culture as well as the major associations and youth organizations of each vocational area. Lawmakers, school trustees, employment service administrators and representatives of various

types of human resource agencies were anxious participants. Of special comment was the fine leadership by all groups and the dedication to the purpose of finding the truth and what can be done about the problems.

The diverse groupings found a mutual respect in each other's problems and were cooperative and responsive to what is needed.

Small Discussion Groups

DISCUSSION GUIDE

The following objectives and related discussion points were developed to aid discussion groups in treating issues and explaining the potential existing in vocational-technical education:

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

2. To assess the extent to which the present total program of education meets the needs of the economy.

3. To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

4. To suggest means by which the existing education system can be improved in efficiency and effectiveness, to insure the preparation of every person leaving school for either employment or further education.

5. To identify the areas of improvement in the total educational system for which vocational education should be responsible.

OBJECTIVE I: TO ASSESS THE PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS.

The reaction of participants in the first general session combined with the comments and recommendations of the ten small discussion groups were varied, but all shared a central theme: "Too many youth are graduating or otherwise leaving school without a salable skill." Arthur M. Fletcher, Assistant Secretary of Labor, stressed this point in his Keynote speech. Benjamin Hargrave, Director of the Northern California Human Resources Department, agreed with his statement: "too many high schools operate today as they did thirty years ago. They are not oriented to the world of work." Fletcher's comment that "persons who haven't acquired an occupational skill do not even have an adequate education" was echoed numerous times during the conference.

How are the schools meeting the career education needs of youth and adults? Apparently, schools have a long way to go. Even the image of vocational education should be changed. Conferees believed the term "Career Education" to be more appropriate.

Society has put too much emphasis on the college degree. Our schools are not doing enough for the approximate eighty percent of our youth who do not go on to college. Several of the small group discussions favored making career education required of every student.

Minority group students seem to shun career education programs because they believe a stigma is attached to blue collar jobs. Educational systems

must be changed and alternatives need to have equal status. In this light, occupational information and vocational guidance services in our schools came in for considerable criticism. Some groups said the schools do not actually have vocational guidance even though there are assigned counselors. Others believed it limited for a number of reasons such as the unrealistic student-counselor ratio, or counselors encouraging students to follow the same academic route they did because they knew this route best. It was the concensus that higher education is not doing the job of training vocational counselors or counselors with extensive knowledge of occupations. Conferees favored a system of training vocational guidance counselors to give priority and emphasis to the world of work. It was suggested that counselors should serve an internship in industry. Even career days came in for criticism because of the belief that too many professionals were talking to students. Occupational information should be provided in every public school. Representatives from business, labor and industry said they would accept the responsibility to make more information available to schools about job requirements, but they also chided the schools for not asking for such information.

The lack of occupational information and vocational guidance can be improved by: school districts developing a vocational guidance center with an acceptable student-counselor ratio and staffed with counselors who have had job experience; by beginning occupational orientation and job information instruction in the elementary grades since the "world of work" and "play" can be taught to this age student together; and by having every teacher assume more responsibility for vocational counseling.

Schools need to take some positive action regarding parental orientation to the values of career education. The attitude that career education is good for the other person's children must be changed. Schools have the responsibility to educate parents in order to provide students with a comprehensive education. Too long we have based education and training on conjecture. We can no longer afford school administrators who do not understand the place of career education and its place in helping to prevent some of the ills of our society. Parents are going to foist onto schools the great American dream of having their children become white collar professionals unless a planned orientation program is launched for them to show the division and dignity of labor in this country.

All groups addressed the need for curriculum changes. Some felt it is all too easy to train for obsolesence in our vocational programs unless schools involve business and industry to help keep curricula current. Articulation between levels of education and training and between academic and vocational education appears to be needed. The career ladder concept beginning with orientation to the world of work in the elementary grades was recommended as a change that must be adopted in our schools. The career ladder concept will of necessity require changes in curriculum materials, and methods of instruction that will train for occupational clusters or families of closely related occupations, but at the same time, train in enough depth so students have enough specific job training at the level they cease formal career education to have entry level employment possibilities.

Most of the small discussion groups agreed with the National Vocational-Technical Advisory Council in advocating schools have responsibility for job placement. This need was reinforced by recommending the extension and improvement of cooperative education and work-study type programs.

Several of the groups addressed themselves to minority problems in the big cities and vocational education needs for the American Indians. It was conceded that special attention must be given to these problems by our schools. More money in these areas was repeatedly recommended as a solution; however, other solutions were mentioned as being important. These included:

1. Schools need to build up confidence in students so they can, in fact, learn an occupation and contribute to society.

2. Schools need to provide more motivation to serve in a building-up process. To poor people, any kind of a job can provide motivation.

3. Students must be told they will not have to stay in an entry type job, but will change from time to time. The student must know that he may be working in several different job areas during his lifetime.

4. Schools instituting career education programs for the poor must have job openings in mind.

Finally, all groups gave consideration to adult vocational education. Learning is a lifetime process; no longer can we assume that graduation from high school, community college or a university will provide the knowledge and skills to last a person a lifetime. The fast pace of change requires continuous updating and retraining. All groups believe that schools should provide the possibility of serving adults.

QUOTES FROM SPEAKERS AND PARTICIPANTS:

"My argument, when testifying before a committee in congress, was that when congressmen make the decisions to appropriate money, among other things you should call on HEW and the Vocational Education Department and ask them to give some kind of an idea of how many man hours of work a given subsidy will create. Then, what kind of jobs are in each of these man hour categories and whether the supply is there. And, if not, while the committee is debating the issue and discussing the funding of these particular programs, it's also imperative that it be working with HEW and especially the vocational education folks and the Labor Department and the manpower people to see to it that these funds are channeled into areas where it knows Federal subsidies are creating jobs."

Arthur Fletcher
Assistant Secretary of Labor

"It is my opinion that the manpower needs in our technological society can be met through education and training. And I believe that the world of work concept must permeate the entire education system. I believe also that those who know the occupations best must take the lead to see that this is done. And perhaps then most of our students would see some exchange value in their high school diploma."

Benjamin Hargrave, Director
Northern California Human Resources Department

"All of us here are concerned with the fact that the general education program within our high schools is primarily college preparatory. Yet all of us here are painfully aware that right this year over half--conservatively one-half million--of our young people will come out of high school without any resemblance of a salable skill and having neither intention, nor desire in many cases, nor the economic ability to go on to college. They are the ones--well over half--who are desperately in need of some career education."

Max Blackham, Director of Industrial Relations
Kennecott Copper Corporation
McGill, Nevada

"I would like to make it quite clear that over the years I have come not to regard our present educational system as a failure. I think it's a great system and a highly successful system designed to accomplish what I described as a system which passes the individual on to the next higher level of education in order to attain professional levels. It's a great system for accomplishing this. What I am really concerned about is that it doesn't meet the needs of at least 50 percent of the student population."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"I will agree with you right now that too much of our education in California has been mandated by the State Legislature. There are so many requirements that it takes you about the first three years of high school to get those out of the way before you can do something imaginative in the last year. But remember that the teachers' lobby in California is one of the most powerful in the State. If the educators were really committed to changing this, I'm certain that they could, but I don't think there is any commitment on those who are presently bound into the system to demand the educators respond. I don't see anything of this kind going on, not from the educational side."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"We can't talk about the system without admitting and recognizing that there's been a generalized failure of our educational system to equip people to find the same kind of relevancy, the same kind of prestigiousness in their work, the same kind of individualized respect in terms of working and earning a living, that was just related to us as our speaker reflected back on the little village of olden time."

Max Blackham, Director of Industrial Relations
Kennecott Copper Corporation
McGill, Nevada

Small Discussion Groups

OBJECTIVE II: TO ASSESS THE EXTENT TO WHICH THE PRESENT TOTAL PROGRAM OF EDUCATION MEETS THE NEEDS OF THE ECONOMY.

In relation to the total education system in meeting manpower needs, there was emphasized a need to end the dichotomy of class distinction between vocational education and general education.

We are hearing overtures that high schools should prepare youth so that upon leaving or graduation they will have a salable skill, perhaps the education system can be improved if high schools would concentrate on preparing individuals for continuing education.

One of the acute needs of our time is to provide youth with career information so that they can learn about the world of work and the broad-based occupational needs. Counselors and teachers should play a more prominent role by updating such knowledge and skills. There was a general acknowledgement that the present system of education has failed to help individuals understand the relationship of training to employment or the need for respect to the dignity of work. In this regard, industry must share some of the blame. What is needed is more effective coordination between industry and business and educators to redirect their concerns for the development and training of people. Not only should employment needs have current assessment, and long-range trends assessed, but schools should gear their responsibilities to provide placement services in conjunction with occupational training. It would be helpful too, if the Federal Government would provide information as to where jobs will be and what training

will be required.

There was an overview of the nation's apprenticeship program; it is believed youth and young adults are not taking advantage of the apprentice training that is open to them. Here again the national economy as well as the State and local economic conditions should reflect the need for workers and should assure employment after training. Partly because of a lagging economy, students feel unsure about job outcomes after apprentice training. Moreover, the idea that it takes four years to become a journeyman is somewhat unrealistic. Apprenticeship standards need further revision.

Advisory groups and committees must assume the responsibility to take a hard look at vocational education programs. To the extent, where needed, modifications in programs must be made and programs that need change must come under the scrutiny and advice of advisory committees.

In consideration of the disadvantaged, we should emphasize the development of the stronger potentials of these individuals for training rather than emphasize their low disadvantages. Because of the rapid changes in technology, cluster concepts would enable vocational education programs to have flexibility in providing jobs for the under-achiever. It must be recognized, however, the "cluster concept" includes specific training for entry level jobs. Work experience programs bring relevance to training for employment. Related training serves to improve training in relation to the job at hand.

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Qualifications of teachers was a major topic with suggestions that teachers should be fortified with work experience to enhance their teaching effectiveness.

QUOTES FROM SPEAKERS AND PARTICIPANTS:

> "Certainly we talk about a balanced program of education. But a balanced program of education to me is an adding-to rather than a taking-away process. It seems to me, a system of education is nothing more than an adding-to the present system of a career education program in any criteria that we use to justify it. So I'm wondering what we really mean by a change in the system."
>
> J. R. Cullison
> State Director of Vocational Education
> State of Arizona

> "I do not include vocational education as one of the basic courses in the high school because it is not in most of the high schools that we have and that we call comprehensive high schools. Vocational education, as I view it, has as its controlling purpose the preparation of students for useful employment. It does not take the place of general education. Instead, it supplements and enhances general education for students who want training in a chosen occupation."
>
> Benjamin Hargrave, Director
> Northern California Human Resources Department

> "We have many people involved in the educational process. But, in addition to that, we have many governmental agencies. And in addition to that, we have the total private sector. I would suggest to you, as a businessman associated with a reasonably large corporation, that business and industry must share one of the largest burdens of blame, if we are going to divide it up that way. But more importantly, I suggest that my purpose is not to fix blame or to seek out causative factors. But even more than that, as we look to what

can and must, indeed, be done, to redirect our educational efforts to really make them people-oriented. And we really must make them people-directed. They will, in turn, be directed to meeting the needs of our economy, our society as a whole, because that's what the economy and society are -- people."

Max Blackham, Director of Industrial Relations
Kennecott Copper Corporation
McGill, Nevada

"I just don't think we have enough money into our education system. It's being starved, particularly in the last couple of years, to do the total job that should be done in the area of vocational education."

Albin Gruhn, President
California Federation of Labor

"I don't want anybody to think I am saying that our present educational system is a failure or that it's a mess or anything like that. You know, I like the present educational system for somewhere around 50 percent of the population. I think it's of little use to the 50 percent of the population who are going to try to use their education to get meaningful, rewarding jobs, to fit into the business and industrial world."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"Are we intelligent enough in our society to build into the high school programs those features that will give to the diploma the same exchange value for all students? We know how to help the college-bound cash in their high school diplomas for admission to college. Can we continue to offer the non-college-bound student less than this?"

Benjamin Hargrave, Director
Northern California Human Resources Department

"I certainly think that the ones who developed the Vocational Education Act of 1968, and the approximate amount of money that was needed, had given this a considerable amount of thought. There is one thing about professing great policies and programs and then another thing to put the money where your mouth is. I think that the money that was suggested should be appropriated and be pushed ahead by the Executive Branch of the government and put into an effective program."

Albin Gruhn, President
California Federation of Labor

"Vocational education is still held in the minds of so many people, including people who work with their hands, as something special so that when the State funds are appropriated, when the Legislature convenes to see what monies will be appropriated for education, this vital need for vocational education is still considered a special project. The voters are reluctant to allocate monies that are not thought of as being designed for all the students."

Max Blackham, Director of Industrial Relations
Kennecot Copper Corporation
McGill, Nevada

"We were discussing it in the National Manpower Committee, trying to decide the significance. But one of the things learned about the young women was that those, both black and white, who had studied shorthand and typing in secondary institutions were much more likely to have success in business and in industry, not necessarily in clerical positions, not in positions that would have used shorthand and typing, but in such fields as sales. This is the decision that we came to in our discussion--probably because they had already come to know something about business, something about industry, and they no longer feared it. They understood it. And they decided at an early date that this was the direction in which they were going to go."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"The best, the most effective, program offered by any high school in our country is what we call the college-preparatory program, the one that prepares youngsters to fulfill the entrance requirements for admission to college and university. This is what teachers and counselors and administrators know how to do best. They went this route. So it's familiar terrain. And from the very beginning the high school was told by the colleges and universities about the specific hurdles that students must clear in order to be accepted at the next level of academic schooling. The college-bound student is considered "better" than the terminal student by the total community, and he is treated this way by the total community. The high school is still asked, in my view, to perpetuate a myth, a snob society of a blue collar/white collar type of concept."

Benjamin Hargrave, Director
Northern California Human Resources Department

"Is it not true that a teacher can teach for years without knowing what a complete failure he may or may not be? Is not the same true of educational administrators and trustees? To be sure, they receive criticism. Sometimes from parents. Many times by the rejection of bond issues. But feedback from the learners is almost nonexistent. On rare occasions when it does occur, it sometimes brings violence."

Rex Waite, Director
Arizona Manpower Planning

"We have come a long way in the last three years in our field. And I feel that--again, if you can motivate young people they can do the job for you through their employment in paid work experience in distributive education and then relate those experiences to the classroom. We are tasting of the free enterprise system...only through the world of work where you can go out and fail or succeed can you find out anything. You can't take it out of a classroom. You can't get it out of a textbook."

Joseph Lytton
Coordinator of Distributive Education
Fairfield-Suisun Unified School District
California

"In spite of the severe problems facing adult education, it still has some real strengths and a vitality which is admired by other educators. One of its particular strengths is career education. But it needs to be systematized. It needs to be incorporated into adult education as the umbrella or the unifying principle. The moment of readiness is here to put it all together, to bring all the various training and educational components we have developed and refined into a truly comprehensive educational force which insures relevancy between and among students, the community and the economy."

Henry Nudson, Special Assistant for Research
Los Angeles City Schools

"Educators and educational administrators must learn to listen and to respond to what they hear from their consumers, just as private enterprise and government officials must respond to their customers. Their response, if heard, would allow the re-patterning of our educational system to make it relevant to the career needs of the consumer...vocational curriculums alone allow the student entry onto the station platform and buy him a ticket, usually one way, to the first short stop."

Rex Waite, Director
Arizona Manpower Planning

Small Discussion Group

OBJECTIVE III: TO DETERMINE THE ROLE OF VOCATIONAL EDUCATION IN MEETING CAREER NEEDS OF YOUTH AND ADULTS AND OF THE ECONOMY.

The elements of industry and education must be joined together to bring full impact on the training needs of youth and adults. To begin with, there must be planning--planning in terms of vocational education program offerings, particularly at the high school level.

Vocational education has a major role to play in meeting the needs of the economy. Over the years, a distaste has set in the minds of many youth with regards to vocational education. It is a term of low esteem and false rumor. Much can be done to improve the image of vocational education and resolve this "crisis". Perhaps "Occupational Education" or "Career Education" would be better terms to identify vocational education. Maybe a different title for vocational education would serve to improve its public image.

One priority objective of vocational education is to meet the need for relevant training of disadvantaged persons. While some vocational educators are beginning to accept the challenge, many others are asking questions as to how to identify the disadvantaged and are generally apprehensive about how they may proceed to help these individuals. The group discussions encouraged a "one" concept for identifying and qualifying persons to be served instead of several different criterias.

One of the most important needs to advance vocational education to serve youth and the economy is to have up-to-date labor market information.

Special attention should be given by the school districts themselves to establish better vocational education program planning capabilities in terms of annual and long-range planning.

Our educational system is not a bad system; in fact it is one of the most effective systems in the world; yet the American system has failed to provide adequate education for a significant number of youth. What is needed are exciting programs and innovations in new kinds of techniques to motivate the dropout and the potential dropout. Special incentives should also be provided for the development of new directions for vocational education that will carry meaning to those who are dropping out of education.

Vast funds are being poured into vocational education throughout the nation, yet we see vocational education programs with not enough takers. What is needed is to help individuals understand and appreciate the opportunities vocational education affords. Parents as well as teachers are partly at fault, in that there are prevailing attitudes which serve to push youth into professional careers and by-pass vocational education.

All new teachers coming into school districts should be oriented to help establish attitudes and understanding of the many social as well as academic problems that prevail in the community and school area. For all old teachers, there should be periodic inservice training to keep them abreast of current priority problems and also long-range problems and needs.

QUOTES FROM SPEAKERS AND PARTICIPANTS:

"Basically, he points out that minority group, poverty stricken people and caucasian, poverty stricken people can all start at the starting line together. He analyzes some manpower programs to point out that in many instances they did. As they moved along in the classrooms and out into the labor market and through the instruments that were designed to pry them into the labor market--the Employment Security offices, private employment agencies and various other things--it was interesting to note that here is where discrimination really began."

Arthur Fletcher
Assistant Secretary of Labor

"And so recently we have been giving some attention to the needs of the poor. We are only massaging it a little bit. But I would suggest at the national level that when we can anchor the needs of the poor to national defense in some way, we can assign to the schools the role that will have what I am talking about: the world of work concept permeating the entire educational system."

Benjamin Hargrave, Director
Northern California Human Resources Department

"I had the feeling all along that one of the missing links in trying to motivate youngsters at the junior high and high school levels was the simple fact that they had already, in many instances, gone beyond their parents."

Arthur Fletcher
Assistant Secretary of Labor

"There are culturally deprived. There are poor people who are sophisticated, who know how to use their resources who are even welfare recipients. I am

speaking about the bottom of that ladder: the poor monolinguals who haven't had a fighting chance. They haven't been able to meet the requirements of manpower training programs."

Mrs. Josephine Jiminez, Executive Director
East Bay Spanish Speaking Citizens Foundation

"I want to ask, this afternoon, that you lend your efforts, as I have been trying to lend my efforts, to a system of alternatives in the educational system, equally interesting to those that participate in the system, but all leading toward either a goal in higher education or a goal in a position in business and industry that will be reasonably rewarding and reasonably interesting."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"The organization I represent, The California Labor Federation, AFL-CIO, as many of you know, has been in the forefront in its efforts for many years to expand the vocational education programs in this country. And we are a strong supporter of the Amendments to the 1968 Vocational Education Act."

Albin Gruhn, President
California Federation of Labor

"A basic function of the career education model at grade twelve would be to provide the student with one of four options:

1. To go on to higher education, or
2. To go on to postsecondary occupational education of some type, or
3. To go to an industry where he can get a basic, entry-level job, and
4. Go on to an apprentice-type program within that industry.

I get concerned when we look at what's being done in vocational education today. And it all comes back

to the one basic point: the teacher, and how successful we are at supporting the teacher. The Federal office, the State office, the Regional office is really incidental to what is being done at the local level. What's being done with that individual, that youth, in that program. And it all comes back to the teacher. How we are supporting this teacher. Are we providing him with the multi-media he needs? Are we providing the teacher education he needs? I think these are the points we have to look at...you can't really criticize the counselor because he is trained in an educational system that provides a counseling degree without requiring occupational orientation in many states. And he comes out to an educational environment where he has a ratio of 1 to 500 or 1 to 700."

Dr. Arthur Lee Hardwick
Associate Commissioner
Adult, Vocational and Technical Education
United States Office of Education

"If we are to read our educational responsibilities, we can no longer tolerate an educational system, dual in nature, that in a large part ignores the world of work; where occupational studies are considered inferior to other studies; where youngsters in the vocational trades do not receive academic reward for entry into college, and those in the college preparatory courses are denied vocational experience which relates directly to their learning of reality."

Rex Waite, Director
Arizona Manpower Planning

"Adult courses survive because they provide an immediate benefit to the student and: 1) an opportunity for adults to train and retrain several times in a lifetime; 2) the implementation of cooperative work-study programs; 3) job placement services at the end of the training program; 4) the termination of programs which no longer lead to jobs; 5) the constant updating of curriculum to match the needs of the economy; 6) the need to assume follow-up responsibilities; and 7) the need to work cooperatively with business and industry and occupational agencies...in spite of the success of

many of our adult education programs, there is still need for a systematic approach to career education which would encompass all our occupational, liberal arts and fine arts education under the one concept, career education."

Henry Nudson, Special Assistant for Research
Los Angeles City Schools

"The unemployed are in some ways not complete and not whole, in one sense, in our life style. When you are unemployed you are really in a strange situation, mostly because you are in some way disconnected from the mainstream of American society...we should think, in my judgment, of career education as the American life style and people should be educated for that form of living in this country."

Charles A. Boyle, Administrator
Arizona Employment Security

Small Discussion Group

OBJECTIVE IV: TO SUGGEST MEANS BY WHICH THE EXISTING EDUCATIONAL SYSTEM CAN BE IMPROVED IN EFFICIENCY AND EFFECTIVENESS, TO INSURE THE PREPARATION OF EVERY PERSON LEAVING SCHOOL FOR EITHER EMPLOYMENT OR FURTHER EDUCATION.

The total integration of general and vocational education can be accomplished only by a reorientation of the present school system toward an integrated vocational education program, starting with the elementary and junior high school, toward the kind of end result in education that will promote career and opportunity development and motivate the students toward learning marketable skills. There must be community and parental involvement. Plans must be laid out in the best possible manner toward end objectives, in career education where the school officials, local and State, as well as business and industry, have resolved the kind of curriculum that is needed. This will involve a retraining and redirection of school staffs from the 80% or more of academic pursuits to the needs of students in career occupations. There is a need for accountability and assessment of career performance education. Vocational objectives must be redirected from the teacher and/or administrator who determines them in a vacuum, and State requirements, toward the "real world" and what the job requirements dictate.

The Legislature must soon step into the program of vocational education to mandate the course of action and commitment to do the job in vocational education with the help of the community school administrators, school boards and PTA's. Education must be reassessed and redirected to meet all the needs or there will be a crisis. Needs of the community should determine what is taught. Exposure to the world of work and job opportunities

should be implemented in elementary school and be further expanded in the secondary school by offering comprehensive courses in trades, industry, manufacturing, business and para-professional training in health, public service occupations, etc.

There is a requirement for job information and job identification which requires comprehensive planning and funds to relate to the educational needs to prepare students for life and for entry employment. Both schools and industry must keep up with changes in society. There should be increased sensitivity to unmet needs in the community where a great deal of self-awareness is stirring and must be used to affect change. Government officials, making policy decisions, should make regular tours of programs to evaluate and coordinate with local and regional planners. There is a need to correlate various educational programs at all levels. Higher education should be used to provide leadership and reorientation to the needs of people by improved and acceptable teacher training and curriculum development. There must be flexible year-round scheduling with career clusters and enough entry skills for spin-off at the secondary level. A corresponding follow-up program for continued education and adult education programs at technical institutions and community colleges is a necessity.

There is a definite need for well publicized programs in career and occupational training to re-educate the student population, the parents, the community, the schools and the legislative functions of our government. School pre-vocational courses and guidance must dovetail toward meaningful

occupational training with vocational education being developed as an enjoyable experience.

Legislative action should provide incentives and funds for career education. Counseling in career education is needed at all levels with ladders of career development. There is need to fund programs for three to five years to get the most effective program results of any specialized local or area planning in vocational education. Youth are motivated toward educational achievement through youth vocational education organizations, on-the-job instruction, learn-by-doing, cooperative, work-experience type education under competent and effective teachers who can relate to the "World of Careers".

Industry must do its part and become involved and assist education in complete exposure through assistance in curriculum, field trips, speakers, facilities, and equipment. Values of the education system must be reoriented toward the "real world" and the problems of the economic way of life. Since the term "vocational" is demeaning, why not give it a motivating "Career Education" title? It is recommended provision be made for a Career Assistant Secretary for Vocational Education to place the proper emphasis at all levels of government and to encourage the minority and disadvantaged populace. Road blocks and selective procedures that limit progression such as licensing, apprenticeship and unwarranted requirements must be reviewed and removed. To improve effectiveness, plans and funds must be available to

use volunteers, peer counseling, labor and industry technicians, coordination of local agencies of industry, employment and government; to use work experience factors in counseling and teaching, intra- and inter-cooperation to make student training available across the board at local and regional levels, together with promotion of all kinds of student participation.

Education must relate to the real world and school facilities must be used totally the year round. Total use must be made of resources; exchange of personnel; mutual inter-change; acceptance and cooperation of industry; cross utilization of utilities; and advocation of individual instruction techniques. Instructional programs should be open-entry and open-ended.

The United States Office of Education should sponsor a massive public relations campaign emphasizing positive aspects of vocational education directed to all levels of educators and to the general public. Work experience programs should be expanded by increasing the funding to include work-study and cooperative education for both pay and voluntary. School boards and other governing bodies should be sent reports and asked to respond to reports of the National Advisory Council on Vocational Education.

The United States Office of Education should discover and disseminate information on career education programs operating throughout the country. Meetings should be held at the grass roots level to determine the needs in programs, curricula, training and counseling. Schools and administrators must solicit the help of business and industry to determine what skills are

needed, what retraining and what curriculum changes are required. The graduate of a secondary school should be trained to a marketable skill or an entry level skill with prospects for further upgrading and training. The system of education should be redirected to meet the needs of the country, both socially and economically.

QUOTES FROM SPEAKERS AND PARTICIPANTS:

> "Earmark some of the manpower money and other monies and we are prepared. If you put that kind of amendment on that subsidy, we are prepared to make sure that we set vocational education right out front and thereby begin to train people for jobs that are going to exist in another ten years. We know they are going to exist because you have said this is going to be the subsidy."
>
> Arthur Fletcher
> Assistant Secretary of Labor

"I am more concerned with the implementation of guidelines and I am more concerned with the attitude that goes along with red tape. Red tape is people. It's the person who is a public servant who sits on a document for two or three days. That's red tape. And usually we can blame the public servants for not responding immediately. And as public servants, we have to be watched and we have to be prompted all the time to make sure that we are not, in fact, the red tape."

Benjamin Hargrave, Director
Northern California Human Resources Department

"We must again find a means of integrating the educational system and the business and industrial and professional aspects of our society. The education must be relevant to the total society. It's going to be impossible to run a program of vocational-technical education which is continued as an appendage or as something that the educators don't want--something they are

taking on only because they think that's what the public wants and not what they, the educators, believe in. Both programs are going to have to be paralleled. The college preparatory people are going to have to give and the vocational-technical people are going to have to expand their activities in education."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"Now, nowhere in the Manpower Act--when I read the Manpower Act--nowhere did I see where anybody had the right to veto the use of Federal monies to train American citizens to work on jobs."

Arthur Fletcher
Assistant Secretary of Labor

"A few years back we realized that if we were to keep up with the construction that was going on in the United States--by the year 2000 we will have to build again everything that has been built in these United States since the Plymouth Rock landing--we would have a need for a hundred and some odd thousand, or four hundred and some odd thousand people in the construction industry alone annually. But we are short 100,000 or 140,000 annually, and we are concerned. By 1975, even with all the training we have right now, we will need an additional 26,000 people. The average age of the bricklayer in the United States is over 63 years of age."

Howard C. Wiechman
Educational and Training Director
Portland Cement Association

"Adult education, in my opinion, is far more relevant than other levels of education. This is so because adults have more choices than youth...first, there's an ever widening gap between education and the requirements of society. As the pace of social change has accelerated, the education system has become less responsive to society...adult education has had to be relevant to survive. Adult education has a built-in

quality control. It is a kind of a survival of the fittest in the sense that when students find the teacher inept or find the curriculum irrelevant, they simply don't attend class."

Henry Nudson, Special Assistant for Research
Los Angeles City Schools

"Career education is a continuum of opportunity. It must and should be treated as an integral part of total education, which it is...I think we are even going beyond the community college level and we are well into thinking as to how the four-year institutions even relate to this total thing, because one thing that we are committed to is doing that thing we can to get away from the differentiation."

Assemblyman Bill Greene
53rd District
Los Angeles, California

"I get tired of being criticized in Washington about the image of vocational education. And they would like a new term. Well, I like the term, "Career Education". But I'm not disenchanted with the term "Vocational Education" either. I think if we had the money and the personnel that we need to do the job, we could make vocational education the program we need. If we were serving the 60 percent instead of the 18 percent, vocational education would have the image."

Dr. Arthur Lee Hardwick
Associate Commissioner
Adult, Vocational and Technical Education
United States Office of Education

"In order to accomplish our goal of providing every child with a salable skill by the time his formal education ends, we recognize that new attitudes must first be instilled in teachers, parents, administrators, and then in students--new attitudes towards the world of work, toward society itself."

Rex Waite, Director
Arizona Manpower Planning

"And when they reach the college level and find out it's not for them, they drop out because they do not have a second goal to try--to continue with...they proceed to the first step, and at the first failure they drop out of sight."

Joseph Lytton
Coordinator of Distributive Education
Fairfield-Suisun Unified School District
California

"Many times I find that it's not a matter of motivation, but it's information, of knowing what the program is. Too many times you can go into a high school and say, "Well, have you heard about this program?"

Miss Marilyn Gainey
California Vice President
Distributive Education Clubs of America

"We have seen the diagrams of the increased earning capacity as we progress through our educational institutions. But I want to suggest to you that career employment should be determined not solely in an economic context, but look at it in terms of a psychic fulfillment of a means of self-expression, of personal dignity, and achieving this sort of self-image we are told is so important to our wholesome well-being."

Charles A. Boyle, Administrator
Arizona Employment Security

OBJECTIVE V: TO IDENTIFY THE AREAS OF IMPROVEMENT IN THE TOTAL EDUCATIONAL SYSTEM FOR WHICH VOCATIONAL EDUCATION SHOULD BE RESPONSIBLE.

Vocational education should be re-phrased and called Career Education. Educational development should intensify postsecondary technical education programs in cluster occupations with career ladders and articulated with elementary and secondary career orientation and specific training. Orientation to the world of work and career opportunities should be broader so as to include work experience and cooperative programs and training at post-secondary. Teachers and counselors need to be trained and upgraded to new techniques and opportunities. Counseling requires personnel with work experience and job-related experiences to be effective. National goals and funding must be adjusted for local and regional objectives and priorities. Counseling and technical assistance must be readily available and funding for vocational counseling is a very particular need in career development. More effort must be put into aspects of placement and follow-up for upgrading and retraining. Career interests need to be tied to curriculum and courses of instruction with on-site student-teacher-counselor exploration of career interest in business and industry to include future trends and developments.

Work experience programs must be developed for voluntary as well as paid cooperative programs in the broad career field. The programs are time oriented rather than achievement oriented. The student-counselor ratio is too high and a re-examination of the role of the counselor is needed to adjust to society demands and education opportunities in the world of work.

There must be a system for effective quality control and accountability. Adult education programs are successful in vocational education in most areas because they are flexible and based on training demand. Postsecondary education must be directed to the demands of the economy and the needs of trainees. Guidelines need to be developed to deal with the total problem including cultural and minority disadvantages in addition to the merging of academic and vocational objectives. Bilingual instructors, special education, and individual counseling should be emphasized in the Asian, Black, and Spanish minority communities. There are shortcomings in the present vocational education system, and it was agreed that changes in education are imminent. The vocational education objectives for the 1970's are realistic.

Immediate steps must be taken to retrain existing administrators, counselors, and teachers. There must be programs to attract additional professionals in these areas if we are to gain and maintain quality control of career education. There is a distinct need for cooperation and support from labor unions and professional societies and associations in addition to a coordinated program with the industrial and business world, including a well founded and articulated program of instruction between the secondary schools and the community colleges. The real weakness in the system is the academic "push" below grade 13, consequently the real pressure is on the adult and community college to correct the evils of the system. Graduation with an entry level skill or marketable skill at secondary level with postsecondary emphasis toward career specialization and retraining or upgrading needs to be stressed.

Counseling teams should be developed to provide peer counseling, counseling aides and assistance to affect personal growth and development of individuals.

There can be no effective changes unless an equitable system can be developed with equal opportunity to share in national and local funding in vocational education. There are too many agencies involved in vocational education and too many manpower training programs.

The United States Office of Education must take the leading role and provide job training, trade schools, cooperative and work experience guidelines. Skill training and manpower training centers should become a flexible part of postsecondary and adult education programs to provide meaningful levels of skill training in communication as well as skill training. Programs must involve communities and particularly the disadvantaged must share in developing guidelines and priorities. The training of apprentices and craftsmen must be reviewed to eliminate unnecessary road blocks and credentials. Craftsmen shall be employed as consultants to help develop better programs, and credentials should be looked at quite severely when it prohibits or restricts. There is a dire need for a complete re-direction of the total system of education from grade school through community college.

QUOTES FROM SPEAKERS AND PARTICIPANTS:

"I am no longer talking about mere employment opportunity. I'm talking about shared employment opportunities. I want to see the jobs created by this economy shared with the labor force. If they are not shared, that four percent unemployment that we call full employment is going to be imbalanced utilization of manpower. The black Americans and the brown Americans and the Indian Americans are going to make up the bulk of that four percent unemployment. And they will say, 'We will sustain you on welfare, and not give you an opportunity to share the jobs that we know we are creating through the Federal Subsidy Program.'"

Arthur Fletcher
Assistant Secretary of Labor

"Just reflect, if you will, in your discussions that will follow. Let's just look at the past seven, going on eight, years now since the 1963 Vocational Education Act was passed. If ever there was a clear awareness in the minds of the people who represent us back in Washington, D.C., we saw a real emerging of awareness of the need to end this dichotomy, that wall between things academic and things vocational, to start projecting our thinking, to look at all education as career development and a lifetime of continuing development. This is the area where we have failed. And that failure is just as glaring as anything we wish to look at. Let's not hide ourselves from it, or try to hide that failure...it's imperative. We haven't gone nearly as far as we should have gone since the 1963 Vocational Education Act, and we are just beginning to make some inroads now as a result of the reinforcement to those basic policies reflected in the 1968 Amendments. Let's start building a system that leads towards career development and let's do it with a sense of urgency."

Max Blackham, Director of Industrial Relations
Kennecott Copper Corporation
McGill, Nevada

"The more complex our society, the more education began to relate to the social and cultural aspects of society and less to occupations. The trend toward emphasis on occupations, which the educational world came to treat as professional education, meant that we began to depend on degrees. And these were, as you know, necessary tickets in order to become a part of the society. And these degrees tended to destroy the dignity of most of the basic occupations in our culture. They were looked down on because you didn't have to pass from one level of higher education to another in order to attain a position and status. Educators and students who indicated an interest in vocational and technical training and vocational and technical education were looked down on as through something was wrong with them. And soon the two worlds that had been integrated in early New England drifted more and more apart as our society and culture became more and more complex."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"I want to know how best we can gear the vocational education network, the system, into providing training in concert with the people who are going to be doing the job. This is one of the more critical problems of our times, whether we are talking about ecology, transportation, or what. We have got to provide the manpower at least at the same time that the operation is going to get underway. And that way we don't have to go to a foreign country or to a far distant place to find people."

Clarence Jones
Director, Manpower Development
Oakland, California

"Well, anyway, that's what I am asking this afternoon. A system of alternatives. A realization that it has to be equal. The alternatives have to be equal in the system. This probably is going to have to be financed with old money and not a great deal of new money.

That whether we like it or not, regardless of our own education, it will have to come because all sectors of our society are demanding it."

Ralph E. Boynton
Corporate Manager and Director
AMPEX

"Three years ago--and I would suggest that not much has changed since then--as a high school principal, I was providing much the same program with the same staff within the same structure, giving the same emphasis that my high school principal did over thirty years ago."

Benjamin Hargrave, Director
Northern California Human Resources Department

"As for the staff in the high school of today, it doesn't differ from the staff of the high school of thirty years ago. Personnel are still assigned to the high school on the basis of a formula that takes a look primarily at the total school enrollment. The teacher's load is considered to be equal and effective if each teacher teaches the same number of periods daily and has about the same number of students. And teachers, counselors, school principals and other administrators who administer the programs in school are not required to be competent enough to teach and provide guidance for all high school students."

Benjamin Hargrave, Director
Northern California Human Resources Department

"When you talk "K through 14", I still look upon vocational education as being a segment, and a well-defined segment of the total spectrum of career education. I would like to see career education made the number one priority, the number one mission, of public education. And I think one of the key words of vocational education or career education in the future has to be 'flexibility'."

Wesley Smith
State Director of Vocational Education
State of California

"You have been involved in some exciting discussions in your little private groups. And I think that each one of you somehow has been given some inspiration and obviously some challenge and the inspiration may be one little spark causing you to think to yourself, 'Where could I really help career education in the future?'"

Edward Cordisco
Acting State Director of Vocational Education
State of Nevada

"I think if we had the Vocational Education Act and the Amendments of 1968 and the money to go along with it, we could do about anything we need in vocational education. We get a lot of concern at the present time about the youth of this country and we are not meeting the needs. But yet I know the states, especially in this region, work very hard to provide vocational education for the high school programs. But they have very limited funds and they can only reach some 18 percent of the student population. If we had more funds, we could do more for the secondary students and the postsecondary students."

Dr. Arthur Lee Hardwick
Associate Commissioner
Adult, Vocational and Technical Education
United States Office of Education

"Skills and facts today are becoming outmoded so fast that it's pathetic. But this is where we feel like vocational education--at least I say we in industry feel like vocational education can probably base its information on the cluster concept, building on course content or a broad base of knowledge and skills developed from a family of occupations."

Howard C. Wiechman
Educational and Training Director
Portland Cement Association

"I would also like to see more coordination between the classroom instruction and the on-the-job experiences in apprenticeship education. And also, too, I would like to see some determination made as to what is the role of

the educational institution in terms of providing classroom instruction--not only the related classroom instruction, but also the amount of skill training that is required for the apprenticeship."

Dr. Samson S. Shigetomi
State Director of Vocational Education
State of Hawaii

"And at the time when they made their report they showed that the Federal Government was spending $14.00 for higher education to every $1.00 they were spending on vocational education. And $4.00 for remedial education to every $1.00 for preventive vocational education."

Dr. Arthur Lee Hardwick
Associate Commissioner
Adult, Vocational and Technical Education
United States Office of Education

Small Discussion Group

RESOLUTIONS ADOPTED BY CONFERENCE

RESOLUTION I

In order to motivate all youth and adults to achieve their highest potential as happy, productive citizens, and

In order to help our Nation maintain its economic and technological supremacy, and

In order to preserve those values that we have learned to cherish as a part of our great American heritage, and

In order to assure equal training and career opportunities for all youth and adults, and

In order to give proper dignity and prestige to all work, and

In order to assure proper emphasis and support for training programs in careers that require less than a baccalaureate degree,

We strongly recommend to the Secretary that he appoint a properly qualified Assistant Secretary who would become responsible for all career education including, but not limited to, the present regular vocational programs that involve training.

We urge the Secretary to structure an agency that will assure proper protection to the interests and rights of all ethnic groups and all ages in all occupations. This would include a fair share of minority group personnel at the Assistant Secretary level or on his immediate staff.

We further recommend that all youth develop a salable skill before leaving school and that both the public and private sector of education be mobilized on a contractual basis to meet the needs for trained manpower.

RESOLUTION II

We recommend that the Secretary of Health, Education, and Welfare establish a separate office of vocational education and manpower training headed by one given Assistant Secretary status.

RESOLUTION III

In order to meet the purposes of the Vocational Education Acts we recommend that the full vocational education authorization approved by the Congress in the amount of $1,080,000,000.00 be appropriated for career education.

Views of Conference Participants

Part I

The following is a summary of statistical findings from a 60% return on questionnaires with opinions of the individual participants.

Vocational Education according to 62% of the attendees has value for every student, and it is a preparation for work as well as further education according to 70% of the opinions. Significantly there were approximately 4% who reported that Vocational Education had equal status with academic education. The participants stated 75% had taken vocational education in school of which 62% received their training in high school. There was less than 5% who received their training in elementary with a fair proportion who took courses in college. A very limited number responded to why they did not take vocational education courses, the majority because of college preparatory courses. More than half indicated that job placement service was available in their schools. Over 93% wanted their children to take vocational education as well as college preparatory while 7% designated vocational education only.

Vocational Education support funding according to the survey, should come from Federal funds by 47%, State funds by 23%, local funds by 25%. Junior colleges and high schools offer 75 to 80% of the vocational training, and 45% have accessible evening adult programs, according to the returns. Over 75% participated in decisions on educational courses and more than 95% toured vocational schools. The responses were almost unanimous that greater emphasis should be placed on introducing the world of work in elementary school.

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SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of this community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describe vocational education?

   6 It has value for only the non-college bound student

   80 It has value for every student

   6 Emphasis in vocational education is on manual skills

   4 It has the status of academic education

   90 Vocational education is preparation for work as well as further education

2. Have you ever taken courses in vocational education? 96 Yes 20 No
   At what level?

   6 Grade school

   82 High school

   22 Two year college

   40 Four year college

3. If you did not take courses, why not?

   10 They were not available

   20 Preferred to take courses needed for college admission

   ____ Grades not high enough

   6 Other, specify _____

   2 Not interested

   ____ Advised not to

4. Do the schools offering vocational programs in your community also have a job placement service? 70 Yes 52 No

5. Do you want your children to take

10	Vocational education	118	Both vocational and college preparatory subjects
8	College preparatory subjects	22	Does not apply

6. Would you support the spending of more money for vocational education in your community? 132 Yes 0 No. If yes, should increased money come from

60	Federal government	18	Private industry
30	State government	4	Tuition
34	Local government	26	All of above
_____	Other, specify _____		

7. Are there programs of vocational education available in your community? 76 Yes 10 No. If yes, at which of the levels listed below are vocational education programs provided?

12	Junior high school	56	Evening adult program
100	High schools	22	Industrial plant schools
94	Junior college	12	College
30	Other, specify _____		

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 94 6 No. If yes, did you participate as a

26	Parent	6	Student
10	Employer	2	School Board Member
_____	Other, specify _____		

9. Should there be greater emphasis on introducing the world of work in elementary school? 70 Yes 2 No

10. Have you ever visited a vocational school? 120 Yes 4 No

11. Check the category which most accurately describes your interest at this conference.

14	Employer	2	Employee
70	Educator	2	Unemployed
40	Student		
40	Other, specify _____		

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

View of Conference Participants - Part II

Objective 1		Objective 2	Objective 3	Objective 4		Objective 5
1-a		2-a	3-a	See *		Improve System Voc. Responsibility
3		25	67	69	General & Voc Ed	
13		19	12	27	C.P.Schs.	70 Orientation
67		37	1	45	Ind.Incen.	66 Work Experience
1-b		2-b	3-b	40	Home Inst.Mats	60 Marketable skill
22		6	60	35	12 months	72 Vocational Counsel
35		39	13	13	Vouchers	60 Work Exper. Credit
18		34	8	18	Other	30 Edu.Credit Home St.
1-c		2-c	3-c			62 Voc.Exploration
50	24	12	76			42 Ethnic Cultures
79	27	10	4			61 Occ.Prep Post-Sec.
54	26	55	1			64 Retrain Adults
1-d		2-d	3-d			6 Other
59	25	13	79			
54	29	19	3			
49	29	44	0			

* Items checked for efficiency and effectiveness to insure the preparation of students for employment or further education

Views of Conference Participants

Part II

The following statistical summary of responses to Part II questionnaire indicate the opinions of participants to objectives of the Conference.

Responses show that more than 75% of secondary students graduate with no job skill and approximately 50% of the graduates are prepared only for further education. Adult education provides for 90% retraining and 60% toward entering a new skill or training for advancement. Of the responses 70% indicated schools provide training for minorities and 60% provide training for dropouts and 55% for training the handicapped.

Significantly 60% indicated school training does not provide flexibility for new employment and new employers; however 55% of graduates were employed by local employers. They reported approximately 54% of the employers actively participate in developing educational programs. 84% stated high school students should enroll in Vocational Education and 75% indicated that resources of school, community, and industry should be shared.

Practical job placement and vocational counseling services should be made available according to 94% of the responses. Nearly all indicated the need for an integrated general and vocational education program. More than half suggested private industry provide incentives to help prepare persons for employment and the development of multi-media instructional materials for use in the home. Half of the responses suggested 12 month schools while one-quarter indicated the need for vouchers for tuition purchasing.

In the area of improvement of the educational system, 85 to 94% of responses indicated a need for such sponsored programs as Orientation to the World of Work, Work-Study, Vocational Counseling, educational credit for work experience, occupational preparation, retraining and upgrading for adults and post secondary to include assurance of a marketable skill for every high school graduate. Educational credit for home study and appreciation of ethnic cultures should be given consideration as indicated by one-third and one-half of the responses respectively.

The questionnaires reflect almost identically with the small conferences reaction to the five objectives and follows the quotations and roles of the principal theme of the Conference.

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SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience.

Objective I

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

3 Most students looking for work have a job skill by the time they leave school.

13 About one-half of the students looking for work have a job skill by the time they leave school.

67 Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

22 Most students are prepared for further education by the time they leave high school.

35 About one-half of the students are prepared for further education by the time they leave high school.

18 Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

○ re-entering the work force	50 Yes	24 No
○ retraining to remain in the work force	79 Yes	27 No
○ training for advancement in the work force	54 Yes	26 No

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	59 Yes	25 No
school dropouts	54 Yes	29 No
handicapped	49 Yes	29 No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

25 Most training programs are directed to the job demands of the community.

19 About one-half of the training programs are directed to the job demands of the community.

37 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

6 Most employers are able to locate the employees they need from the local schools.

39 About one-half of the employers are able to locate the employees they need from the local schools.

34 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

12 Most schools are flexible enough to provide the new training programs requested by employers.

10 About one-half of the schools are flexible enough to provide the new training programs requested by employers.

55 Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

13 Most educational programs have active employer participation in the development of their curriculums.

19 About one-half of the educational programs have active employer participation in the development of their curriculums.

44 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students?

67 Most high school students should enroll in vocational education courses.

12 About one-half of the high school students should enroll in vocational education courses.

1 Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

60 Resources should be shared among public schools, private schools, business, and industry.

13 Public and private efforts should be coordinated only for special groups, i.e., unemployed, handicapped, minorities, etc.

8 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

76 Most students

4 About one-half of the students

1 Few students

3-d. To what extent should vocational counseling be available to high school students?

79 Most high school students should have vocational counseling.

3 About one-half of all high school students should have vocational counseling.

0 Few high school students should have vocational counseling.

Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

69 Integrate general and vocational education.

27 Contract with private schools to help prepare every person for employment or further education.

45 Provide incentives for private industry to help prepare every person for employment or further education.

40 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

35 Expand the school year to 12 months.

13 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

18 Other, specify _____

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (✓) the items listed below for which vocational education should be responsible; add items which have been omitted.

70 Orientation to the world of work

66 Work-study experience throughout junior and senior high school

60 Assuring every student of a marketable skill

72 Vocational counseling for all students

60 Educational credit for work experience

30 Educational credit for home study

62 Vocational exploration to facilitate occupational choice

42 Appreciation of ethnic cultures

61 Occupational preparation of post secondary students

64 Occupational preparation, retraining, and upgrading of adults

6 Other, specify_____

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Monday, March 29, 1971

General Session Chairman

Dr. Paul F. Lawrence
OE Regional Commissioner

8:00 A.M. Registration

9:00 A.M. General Session
King Arthur I Room

Welcome - Mr. Robert Coop
Regional Director
Health, Education & Welfare
Region IX, San Francisco

Honorable Arthur Fletcher
Undersecretary of Labor

PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS

Mr. Benjamin Hargrave
Director - Northern California
Human Resources Department

PRESENT STATUS OF TOTAL EDUCATION SYSTEM IN MEETING MANPOWER NEEDS

10:00 A.M. - Panel Reactions and Questions

Mr. Wesley P. Smith
California State Director
of Vocational Education

Mrs. Josephine Jiminez
Executive Director
East Bay Spanish Speaking
Citizens' Foundation

Mr. Clarence Jones
Director, Manpower Development
Oakland, California

10:30 A.M. - COFFEE BREAK

11:00 A.M. - Small Group Discussions

Group A - Room 3101
Group B - Room 3102
Group C - Room 3103
Group D - Room 3107
Group E - Room 2101
Group F - Room 2103
Group G - Room 2104
Group H - Camelot Suite
Group I - King Arthur I Room
Group J - King Arthur I Room

12:30 LUNCH King Arthur II Room

1:45 P.M. - Second General Session
King Arthur I Room

Mr. Ralph C. Boynton
Corporate Manager & Director

THE RELEVANCY OF VOCATIONAL EDUCATION MEETING THE NEEDS OF THE ECONOMY

Panel Reactions and Questions

Mr. Max Blackham
Director of Industrial Relations
Kennecott Copper Corporation
McGill, Nevada

Mr. William M. Longman
Vice President and Director
Heald College of Business
1311 Sutter Street
San Francisco, California

Mr. Alben Gruhn
President, California Labor Federation
995 Market Street
San Francisco, California

Mr. J. R. Cullison
Arizona State Director of Vocational Education
Phoenix, Arizona

2:40 P.M. - COFFEE BREAK

3:00 P.M. - Small Group Discussions and Afternoon Topic

4:30 P.M. - CLOSE

Tuesday, March 30, 1971

9:00 A.M. - Third General Session

Chairman, C. Kent Bennion
Director, AVTE, Region IX

King Arthur I Room

Mr. Rex R. Waite
Director Manpower Planning
Office of the Governor
Phoenix, Arizona

RELEVANCY OF EDUCATION TO MEETING THE CAREER EDUCATION NEEDS OF YOUTH

Mr. Henry Nudson
Consultant to Superintendent
Los Angeles City Schools

RELEVANCY OF EDUCATION TO MEETING CAREER EDUCATION NEEDS OF ADULTS

Panel Reaction and Questions

Dr. Samson S. Shigetomi
Hawaii State Director
Vocational Education

Mr. Charles A. Boyle
Administrator
Arizona Employment Security

Miss Marilyn Gainey
California Vice-President
Distributive Education

Mr. Joseph L. Lytton
District Coordinator for Distributive Education
Fairfield-Suisan Unified School District

10:00 A.M. - COFFEE BREAK

10:30 A.M. - SMALL GROUP DISCUSSIONS

12 NOON - LUNCH

1:30 P.M. - Third General Session

King Arthur I Room

Dr. Arthur Lee Hardwick
Associate Commissioner
Bureau of Adult, Vocational & Technical Education
U.S.Office of Education

VOCATIONAL EDUCATION FOR THE 70's

Panel Reactions and Questions

Mr. Edward Cordisco
Nevada Acting Director
Vocational-Technical & Adult Education

Honorable Bill Greene
Assemblyman, Fifty Third District
Los Angeles, California

Mr. Howard C. Wiechman
Education and Training Director
Portland Cement Corporation
Skokie, Illinois

3:00 P.M. - Floor Discussions

Summary and Closing Remarks

3:30 - Adjourn